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Promoting Family Involvement Using Video in the Transition to Kindergarten

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Abstract

This quasi-experimental study, which builds from a pilot study (see Walsh et al., 2017), further adds to the research that the use of video is a promising tool to promote family involvement in predominantly Spanish speaking homes. Participants ($N = 110$) received a video intervention. The present study included four videos in English and Spanish with content to promote a positive transition to kindergarten for families of pre-k children enrolled in Title I schools. Results demonstrate significant differences among four variables between the intervention and the control group regarding teacher communication with parent. Qualitative findings indicate that parents in the intervention group overall had positive experiences with the video and suggest content that they found necessary for parents to know to help support a successfully transition. Implications for practice and for future research are discussed.

Keywords: ELLs, family involvement, pre-kindergarten, transition to kindergarten

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Chapter I: Introduction

Promoting Family Involvement Using Video in the Transition to Kindergarten for ELLs

The transition to kindergarten is a process that commences when families, educators, and communities participate in activities to promote the child's entry to kindergarten (Ramey & Ramey, 2010). Transitions are not new unless you are the child or parent getting ready for school, particularly if you are a family with limited English skills and limited resources. This is the experience of many Dual Language Learners (DLLs) and English Language Learners (ELLs) as they transition during a milestone known as the transition to kindergarten (Gottfried, 2014). The latter term of ELLs will be used throughout this thesis given that ELLs is typically the term used in kindergarten and this study examines the transition. The transition to kindergarten is an utmost sensitive time for young children (LoCasale-Crouch, Mashburn, Downer, & Pianta, 2008) and family involvement is key during this time. Detrimental factors (e.g. low socioeconomic status, few resources, high stress) inhibit many low-income background and ELL children from starting the transition to kindergarten process equally in terms of academics with their peers (Caspe, Lopez, & Chattrabhuti, 2015; Wanless, McClelland, Tominey, & Acock, 2011). Family involvement has been described as an important process in supporting children's learning (LoCasale-Crouch et al., 2008), and a smooth transition to kindergarten is a matter of equity and makes a difference in learning (Caspe et al., 2015).

With past research indicating effective ways to increase family involvement during the transition to kindergarten (Dail & McGee, 2008; Lara-Cinisomo, 2011; Rous, Hallam, McCormick, & Cox, 2010; Wildenger, & McIntyre, 2011), there continues to be an absence of innovative tools to promote family involvement of ELLs, a growing

population in need of additional support. This study will further contribute to the current and limited research on the use of video as an innovative tool to promote family involvement for ELLs (see Walsh, Cromer, & Weigel, 2014) during the transition to kindergarten.

Transition to Kindergarten for English Language Learners

The transition to kindergarten continues to be an important milestone in early childhood, setting the foundation for future academic success, especially for linguistically diverse children. One population of students that has come under scrutiny are ELLs. According to the National Center for English Language Acquisition in Gottfried's (2014) research, the number of ELL students has increased more than 53% between 1997 and 2007. Given the number of ELLs entering the school system, the concern for preparing these students to transition successfully into kindergarten is evident in the existing literature (Good, Masewicz, & Vogel, 2010; Gottfried, 2014; Miller, 2014).

Family Involvement and ELL Families

Family involvement is an important piece in the process of transitioning to kindergarten successfully, especially for ELLs and their families. First, the benefits of family involvement are consistent in existing literature (Fan & Chen, 2001; Gonzalez & Jackson, 2012; Jeynes, 2005; McWayne, Melzi, Limlingan, & Schick, 2016; Tarasawa & Waggoner, 2015), which collectively demonstrates how children's learning is positively influenced with family support. Fan and Chen's (2001) meta-analysis of parent involvement studies revealed that parent involvement and student's academic achievement are positively related. Similarly, students benefit across academic, language,

and social skills from increased family involvement (Jeynes, 2005; McWayne et al., 2016; Tarasawa & Waggoner, 2015).

Second, equally as important is the influence family involvement has on children from low socioeconomic status (SES) background and ELL status. Tarasawa and Waggoner (2015) and McWayne et al. (2016) illustrate the role of family involvement and the potential it has to positively affect all socioeconomic and racial groups (Tarasawa & Waggoner, 2015), especially low-income Latino families with young children (McWayne et al., 2016). This is because children with more involved parents do better in their academic and social skills (Tarasawa & Waggoner, 2015). Low SES and ELL families are often confronted with barriers (e.g. time limitations, language) that decrease family involvement and or constrain them from being engaged, which ultimately affects a child's ability to transition into school successfully (Cooper, Crosnoe, Suizzo, & Pituch, 2010; Tarasawa & Waggoner, 2015). Although Cooper et al. (2010) discussed low SES families' financial and time constraints, they found that home learning activities in Hispanic families predicted reading achievement. Cooper et al. (2010) found that low SES families provided fewer cognitively stimulating materials for their children; and, in turn, this potentially emphasizes the need for practices and policies that are designed to promote the achievement of economically disadvantaged children while acknowledging the type of involvement used and population targeted. Gonzalez and Jackson (2012) similarly discussed the need to be thoughtful about involvement strategies employed by schools as different types of involvement strategies varies depending on SES and other family characteristics.

Family involvement plays an essential part in providing all children with a sense of familiarity and a sense of what to expect in kindergarten (Casper et al., 2015). Children and families with risk factors (e.g., low SES; disparity in school language and native home language) can benefit in transition efforts that acknowledge inequalities and video has been used in innovative ways to build families strengths during the transition (Casper et al., 2015). Video can be particularly helpful for families with young children enrolled in schools serving low SES and Hispanic families (Walsh et al., 2014).

Video to Promote Family Involvement in ELL Families during Transition to Kindergarten

Video has increasingly become an innovative way of communicating and engaging families in education. It is apparent that video and access to the internet are no longer unfamiliar to families. In a research report synthesized by Vaala (2013) in *Apprendiendo Juntos* (a synthesis of cross-sectional convening on Hispanic-Latino families and digital technologies) and a study done by Olmstead (2013), the likelihood of families having access to video and the internet is highly probable if not increasing already. For instance, 93% of parents reported having a computer and internet access at home (Olmstead, 2013); equivalent to the increase in the polls in Vaala's (2013) finding that 25% of White Non-Hispanic adults and 20% of Hispanic adults owned tablet computers as of August 2012. It is evident that access to video is the least of schools' worries when it comes to promoting family involvement through video. It is using video as part of a process to promote family involvement that is urgent especially for ELLs from low income backgrounds during this important time of transitioning to kindergarten.

A video can help reduce barriers due to literacy and language by providing information in the form of images and audio (Walsh et al., 2014).

There is still, however, a considerable research gap on technological communication between schools and homes (Olmstead, 2013). Nonetheless, videos designed to support parents of pre-K students is a promising transition and communication practice (Lara-Cinisomo, 2011; Walsh, Jeon, Romo, & Peterson, 2017). This study builds upon existing studies that have used video to promote family involvement in early childhood (Lara-Cinisomo, 2011; Sanchez & Walsh, 2010; Walsh et al., 2014; Walsh et al., 2017). By using video, families received important information in a visual and audio format meeting accessibility and family constraints.

Theoretical Framework

Urie's ecological systems theory (1994) coupled with Joyce Epstein's six types of parent involvement (2011) are germane to the study. In addition, tenets from Bandura's social cognitive theory in conjunction with Hoover-Dempsey framework provide foundational support in this study. The theoretical frameworks guiding this applied study may shed light on supporting ELLs in the transition to kindergarten with video to support family engagement.

Bronfenbrenner's Ecological Systems Theory. Bronfenbrenner's ecological systems theory, particularly the idea of *layers*, the microsystem, and the mesosystem set the foundation to support family involvement in children's development. The ecological environment is perceived as a set of structures nested within each other (Bronfenbrenner, 1994). According to Bronfenbrenner (1994), these structures, also looked as *layers* affect the child's development depending on the setting, interactions and immediate

environment of a child. Immediate family, home, and school, located in the microsystem, are a child's first immediate environment to affect their development. Bronfenbrenner (1994) mentions Epstein's notion of the school and family working together to strengthen the child in his work. Epstein's contribution of parent involvement literature strengthens the same lens by adding the affect school, family, and community has on a child's development (Epstein, 1995). Epstein's parental involvement framework consists of six typologies: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Epstein (1995) further contends the importance of involvement in a family environment to support a child's development and achievement in school; further indicating how achievement is positively influenced when there is consistent parental encouragement, activities, and interests at home with parental participation in schools and classrooms. By using video to communicate information and activities that parents can practice at home, essentially, a connection between home and school is being made.

Bandura's Self-Efficacy Theory and Hoover-Dempsey. Bandura's self-efficacy theory and Hoover-Dempsey work in tandem to provide rationale for the study. Bandura (1997) defines self-efficacy as one's belief or expectation to succeed in a desired outcome. One's sense of self-efficacy can influence motivation, thought processes, affective states, and actions which in turn influences how one approaches tasks, goals, and challenges (Bandura, 1997). The transition to kindergarten videos may facilitate this process by providing families with summer learning activities and teaching practices that can be implemented at home to support the transition. The videos are available in both Spanish and English with modeling of the activities to enhance parent's capabilities of

practicing these at home with their child to positively enhance the transition process. This may help the parent build competencies and a sense of personal efficacy (Bandura, 1997) when helping their child learn at home. This meshes well with Hoover -Dempsey's theory regarding parental involvement. Hoover-Dempsey and Sandler (1997) suggest explicit variables (e.g. parental knowledge and skills) influence parental involvement in decisions and choices, equally related to parent self-efficacy.

The Pilot Study

The current study stemmed from the recent Classroom-to-Home Connections: Transition to Kindergarten (CHC-TK) modules pilot study (Walsh et al., 2017). In this applied research project, we explored video as a tool to promote family involvement in early childhood. The team designed an interactive video and information sheets (both in English and Spanish). The information sheet included an overview of the information in the video, for families of a pre-K classroom to help them prepare their children for kindergarten. Similar to a previous video study (see Walsh et al., 2014), one classroom had enrollment priorities, such as the children need to be ELLs and/or be eligible for free or reduced lunch. The video in the pilot study included: (a) summer learning activities, and (b) current teaching practices that help families and children prepare for kindergarten. Thematic analysis of the responses to two open-ended questions about the features of the video was conducted. Most participants provided positive feedback on the video. Additionally, quality of the CHC-TK modules indicated the quality of communication between teachers and parents because parents who rated more positively on the quality of the CHC-TK video were more likely to be satisfied with communication with their child's teachers. However, parent's self-efficacies about children's learning

were not related to their ratings. We also found associations between parents' demographic characteristics and their efficacies about children's learning and their perceptions toward communication with teachers. Parents who had higher levels of education were more likely to report higher efficacies about children's learning but less likely to be satisfied with communication with their children's teachers. Parents who were older were less likely to be satisfied with communication with their children's teachers. This study further explored the CHC-TK modules, in English and Spanish and further considered ways a video-based intervention might support ELLs during the transition to kindergarten.

Definition of Terms

English Language Learners. Children whose home language is not English or who primarily speak a language other than English in the home (linguistically diverse students). In preschool, children who are ELLs tend to be referred to as DLLs (Dual Language Learners) (Espinosa, 2007).

Transition to Kindergarten. The transition to kindergarten is a sensitive period during a process that children ages 4-5 experience before beginning kindergarten (Wildenger & McIntyre, 2011).

Family Involvement. Family involvement entails participation of most family members in supporting the child's learning environment.

Parent Involvement. Parent involvement includes parents' or caregivers' participation in their child's school and learning environment in meaningful ways.

Modules. Modules in the study will include the transition to kindergarten video and information sheet.

Parental Self-Efficacy. Parent's belief that he or she is capable of exerting a positive influence on a child's school outcomes (Hoover-Dempsey, Bassler, & Brissie, 1992).

Video Information Sheet. The video information sheet will consist of written hallmarks from the video (in English and Spanish).

Chapter II: Review of Literature

A comprehensive review of past literature validates the direction of this study. It is apparent that the transition to kindergarten that ELLs experience is different compared to their non-ELL peers and family involvement during this time is essential for this population. Also, past video studies (e.g., Calabrese, 2006; Clevenson, 1999; Lara-Cinisomo, 2011; Walsh, et al., 2014) have shown to be a promising tool to promote family involvement. This study was necessary because not only did it uphold the importance of the transition to kindergarten for all children, especially ELLs from low-income backgrounds, but it emphasized video as a communicative practice to transmit information, albeit one-way, to families of ELLs who otherwise face substantial barriers when it comes to family involvement during a transition.

Transition to Kindergarten for English Language Learners

ELLs encounter challenges in the process of transitioning to kindergarten. These challenges conclusively affect their success in formal schooling. A qualitative study conducted by Wanless et al., (2011) found being an ELL coupled with a low SES background were risk factors placing ELLs at a disadvantage over their non-ELL peers. The researchers found ELLs from low SES families developed behavioral regulation at a slower rate than non-ELLs from low SES families, thus creating an academic gap (Wanless et al., 2011). This gap, otherwise known as the *achievement gap* is evidenced across empirical studies and is an equity issue (Caspe et al., 2015; Lee & Burkham, 2012). Caspe et al. (2015) along with Lee and Burkham (2012) emphasize the inequalities children from low SES backgrounds experience in comparison to children with high SES backgrounds. Children from low SES families start kindergarten with

significantly lower skills than their advantaged peers (Caspe et al., 2015; Lee & Burkham, 2012) thereby creating a gap that affects their achievement in education.

Consequently, Caspe et al. (2015), Cooper et al. (2010) and LoCasale-Crouch et al. (2008) discuss how transition activities can shield children particularly in families with increased social and economic risks. For example, LoCasale-Crouch et al. (2008) examined the use of transition activities from a pre-kindergarten and kindergarten teacher standpoint. These activities included:

- pre-kindergarten children visiting a kindergarten class,
- pre-kindergarten teacher visits a kindergarten class,
- kindergarten teacher visits pre-kindergarten class,
- spring kindergarten orientation for pre-kindergarten children,
- spring kindergarten orientation for pre-kindergarten children's parents,
- school-wide elementary school activity for pre-kindergarten children,
- individual meetings with parents about kindergarten,
- sharing written records about children's pre-kindergarten experience with elementary school
- contact with kindergarten teacher about curriculum and/or specific children

Kindergarten teachers reported how the wide range of transition activities supported children's successful adjustment to kindergarten (LoCasale-Crouch et al., 2008) with a significantly stronger benefit for children who experience social and economic risks (Caspe et al., 2015; LoCasale et al., 2008). The researchers speculated transitioning

practices could help decrease the gap and problems ELLs and low SES children experience as a result of being linguistically diverse and having economic risk factors.

Additionally, challenges and barriers appeared to be prominent in the experience of families who attempt to adjust to the school system. Miller's (2014) qualitative study focused on families reports of their experience during the transition to kindergarten. Families expressed feelings of unpreparedness, maladjustment, and lack of school support as a result (Miller, 2014). Similarly, Good et al. (2010) using focus groups and interviews of parent and teacher participants, learned that a lack of support systems for families transitioning to a new environment and culture was absent in the school system. These circumstances set-up families to experience difficulties as they transition and adjust to a new environment, more specifically kindergarten. The aforementioned qualitative study's findings suggest the need for educators to implement plans that acknowledge the beginning of the transition to kindergarten process.

Family Involvement and ELL Families

ELL families experience factors that can affect their level of involvement, negatively and hinder a successful transition to kindergarten. In an attempt to learn more about family concerns and involvement during the transition to kindergarten, Wildenger, and McIntyre (2011) investigated parent concerns and perceived needs during the transition and parent involvement in kindergarten preparation activities as part of a qualitative study. Consisting of a relatively small sample with parents and caregivers of 86 students, the results in their study demonstrated families of lower SES were significantly less involved in the transition (Wildenger & McIntyre, 2011). Again, the amount of time families engaged during the transition was significantly related to SES,

income, and maternal education (Cooper et al., 2010; Wildenger & McIntyre, 2011). As a result, low family involvement led to a lack of attaining necessary information about their children's achievement and ways to reinforce learning at home (Cooper et al., 2010). The urgency to reach out to low SES families is crucial because they are more likely to have less time and fewer resources to dedicate to transition preparation (Wildenger & McIntyre, 2011). Likewise, further research and practice efforts focused on ELLs is warranted. Tarasawa and Waggoner (2015) and Cooper's et al. (2010) concurring research on increasing family involvement of ELLs found that schools following Epstein's typologies should embed cultural knowledge into programs accommodating the needs of the ELLs. These strategies include accessible communication, bridge building, and diverse opportunities for this participation, which all can reduce participation barriers and increase family involvement for families of ELLs (Tarasawa & Waggoner, 2015).

Video to Promote Family Involvement in ELL Families during Transition to Kindergarten

Video is one type of source that can promote family involvement due to its potential benefits for all families. Seeing how ELLs already face disparities in their transition to kindergarten (Caspe et al., 2015; Good et al., 2010; Wanless et al., 2011), video is seen as a form of intervention to reduce the inequities and increase family involvement. For instance, investigations done by Daugherty, Dossani, Johnson, and Wright (2014) and Olmstead (2013) discuss how barriers that impede family involvement can be mediated through video. These barriers include time constraints, communication, language, and lack of information to name a few (Daughtery et al., 2013; Olmstead, 2013). Clevenson (1999) also discusses the potential video has to transcend time,

economic, and language barriers. In addition, when existing studies explored video of classroom activities it was learned that video could be used as a tool to make a connection between the classroom and home by facilitating communication, in turn perhaps promoting parental involvement (Daugherty et al., 2014; Sanchez & Walsh, 2010; Sanchez, Walsh, & Rose, 2011; Vaala, 2013; Walsh et al., 2014). This is important to know because it is a potentially useful strategy educators can use to communicate important information, introduce new information, and to reinforce learning at home. Video is an engaging way to communicate valuable information to families regarding their child's education (Calabrese, 2006). However, successful implementation of video as a tool requires a deeper understanding regarding quality, content delivery, and strategies that can meet the needs of all children (Daugherty et al., 2014; Vaala, 2013), in order for the scientific community and practitioners working with ELLs to consider it a successful tool.

There are current programs and curriculum that have provided families with the support they need to prepare for the transition to kindergarten using video (Harvard Family Research Project, n.d.; Lara-Cinisomo, 2011). For example, Ready, Set! Go! is a video series that consists of a set of DVDs focusing on supporting children's transition to kindergarten through family involvement (Lara-Cinisomo, 2011). These every day practices encourage parents to implement them at home; the more transition practices children experience, the more likely they will have a good experience in kindergarten (LoCasale-Crouch et al., 2008). The second program conducted by the Harvard Family Research Project is called *Comienza en Casa*, which is translated to *Begins at Home*. This program equips parents with early learning activities that prepare children and their

families for the transition to school using video (Harvard Family Research Project, n.d.). Program coordinators work specifically with migrant Latino families and provide parents with the support they need to support their children's learning in their home language (Harvard Family Research Project, n.d.). The commonality between these programs falls within the realm of supporting ELLs because they are offered in other languages besides English providing practices to support families in the transition to kindergarten, reducing the language barrier and in turn increasing family involvement (Harvard Family Research Project, n.d.; Lara-Cinisomo, 2011). For ELL families, video seems to be a promising approach perhaps given the audio and visual aspects of it as opposed to literacy dense efforts to connect school and home.

Two of the four videos distributed during the study contain learning activities that can be easily implemented at home with the support of parents and families, similar to the Ready, Set! Go!, Comienza en Casa videos, and the pilot study by Walsh et al. (2017). All four videos include an information sheet, comparable to Ready, Set! Go!, and translated into Spanish. The videos are accessible in Spanish and English like Ready, Set! Go!, and Comienza En Casa, but in the present study videos are accessed through a link rather than DVDs. Although the Comienza en Casa program also provides families with early learning activities they can do at home like the videos, iPads were not supplied with this study. Instead, teachers distributed a link to the video and provided an opportunity to watch it in the classroom if necessary similar to the pilot study (Walsh, et al., 2017). (See Table 1)

Table 1.

Similarities and Differences Between Existing Videos/Programs

	Ready, Set! Go!	Comienza en Casa	CHC-TK Pilot Study
Content	Routines, expectations, academic skills, registration logistics, kindergarten curriculum, developmental domains	Academic skills, games, and activities	Routines, expectations, academic skills, social-emotional skills, activity examples, developmental domains
Participants	Students	Parent, teacher, child	Parent, teacher, child
Language	English/Spanish	Spanish	English/Spanish Subtitles
Media Type	DVD's	iPads	Online Video
Length/Duration	3 videos <ul style="list-style-type: none"> • 22:05 • 14:38 • 12:34 	3 months long (Spring and Fall sessions)	8:34
Appendices	Information Sheets	Activity Sheets	Information Sheets

Research Questions

This study adds to existing studies (Lara-Cinisomo, 2011; Sanchez & Walsh, 2010; Walsh, et al., 2014; Walsh et al., 2017) that have explored video to promote family involvement during the transition to kindergarten. This study directly builds upon a recent pilot study which examined the quality of transition to kindergarten (TK) modules indicating the quality in communication between teachers and parents and parent's self-efficacy about children's learning (Walsh et al., 2017). This study explores five specific research questions:

RQ1: What aspects of the TK modules do participants (parents) report as important?

RQ2: How does parental self-efficacy of participants in the video group compare to the comparison group?

RQ3: How does teacher communication with the participant in the video compare to the comparison group?

RQ4: How does school communication with the participants in the video group compare to the comparison group?

RQ5: What do the video group participants report as quality in terms of the video dimensions?

Chapter III. Method

Participants

For this study, there were a total of 157 participants which included families with pre-kindergarten children. Seven survey submissions from 157 were not accounted for due to too much missing information. Families were recruited from 11 pre-k classrooms in a district in the western United States. These classrooms have priorities for enrollment, such as the children need to be ELLs and/or qualify for free or reduced lunch based on reported family income. Classroom teachers were recruited based on convenience sample from Title I school sites. Six pre-kindergarten teachers participated in the video group and five teachers were in the comparison group. Participating classrooms were assigned randomly to each group. One hundred and ten families participated in the video group and 41 participants for the comparison group out of 261 families total that were reached out to by the teachers. There were a total of 29 males and 127 females in the study. The average age of participants was 31.60. For ethnicity/race, Hispanic was the highest with 86 participants, followed by Caucasian with 39 participants then Asian/Pacific Islander with 18 participants. Three language questions on the survey were asked to identify ELL status (Goldenberg, Rutherford-Quach, & University of California, 2010). The total primary language used in the home regardless of the language spoken to the child was 95 English, 52 Spanish, and 10 were other (Bengali, Vietnamese, and Igbo). The language most spoken by children was 107 English, 43 Spanish and 7 were other (both English and Spanish). The language first acquired by the students were 90 English, 58 Spanish, and 9 other (Bengali, Vietnamese, and both English and Spanish).

Table 2.
Demographic Characteristics for Video and Comparison Group

Variable	Total		Video		Comparison	
	<i>n</i> or <i>M</i>	% or <i>SD</i>	<i>n</i> or <i>M</i>	% or <i>SD</i>	<i>n</i> or <i>M</i>	% or <i>SD</i>
Total	157	78.5	110	100	41	100
Gender						
Male	29	14.5	18	16.40	9	22.0
Female	127	63.5	91	82.70	32	78.0
Age (years)	31.60	7.45	31.31	07.91	32.54	6.34
Relationship with child						
Biological parent	149	74.5	103	93.6	41	100.0
Adoptive Parent	1	0.5	1	0.9		
Stepparent	5	2.5	4	3.6		
Other	2	1.0	2	1.8		
Ethnicity/Race						
African-American	8	4.0	6	5.5	2	4.9
Asian/Pacific Islander	18	9.0	14	12.7	3	7.3
Caucasian	39	19.5	29	26.4	9	22.0
Hispanic/Latino	86	43.0	55	50.0	27	65.9
Multiracial	5	2.5	5	4.5		
Other	1	0.5	1	39		
Education						
Less than high school	27	13.5	20	18.2	5	12.2
High school/GED	73	36.5	49	44.5	20	48.8
Associates degree	27	13.5	22	20.0	5	12.2
Bachelor's degree	18	9.0	11	10.0	7	17.1
Master's degree	2	1.0			2	4.9
Doctoral degree	2	1.0	1	0.9	1	2.4

Other	8	4.0	7	6.4	1	2.4
Primary language						
English	95	47.5	69	62.7	24	58.5
Spanish	52	26.0	32	29.1	16	39.0
Other	10	5.0	5	8.2	1	2.4
Language most spoken by student						
English	107	53.5	75	68.2	28	68.3
Spanish	43	21.5	30	27.3	11	26.8
Other	7	3.5	5	4.5	2	4.9
Language first acquired by student						
English	90	45.0	66	60.0	21	51.2
Spanish	58	29.30	37	33.6	18	43.9
Other	9	4.50	7	6.4	2	4.9

Note. *M* = mean; *SD* = standard deviation

The video group was the only group to receive the videos during the intervention. A manipulation check was used. The video group self-reported that “yes” they watched the videos through a forced choice survey question. See Table 3 for descriptive statistics for viewing and co-viewing the videos. Out of 110 video group participants, 57 co-viewed the video(s) with their child and 49 did not.

Table 3.
Descriptive Statistics for Viewing and Co-viewing

Variable	Total Video and Comparison Group		Video Group	
	<i>N</i> or <i>M</i>	% or <i>SD</i>	<i>N</i> or <i>M</i>	% or <i>SD</i>
Did you watch the video?				
Yes	110	55.0	110	100.0
No	41	20.5		

Did you watch the video with your child?				
Yes	57	28.5	57	51.8
No	49	24.5	49	44.5

Table 4 explains the number of participants required to ensure sufficient power for primary analyses (Cohen, 1988; Erdfelder, Faul, & Buchner, 1996; Faul, Erdfelder, Lang, & Buchner, 2007).

Table 4.
Minimum Sample Size Needed for Range of Effect Sizes

	Lower-Mod (.20)	Moderate (.25)	Upper-Mod (.30)
<u>Changes in Survey Scores</u>			
Within Subjects	32	21	15
Between Subjects	120	78	56
Time by Group interaction	32	22	16

Note. Power level = .80. Alpha level = .05.

A priori power analysis was conducted using G*Power 3.1.7 to determine the minimum sample size required to find significance with a desired level of power set at .80, an alpha (α) level at .05, and a moderate effect size of .20 (f^2). Based on the highest needed sample demands for the between subjects effects, it was determined that a minimum sample of 78 participants are required to ensure adequate power for primary analyses (Cohen, 1988; Erdfelder et al., 1996; Faul et al., 2007).

Context

The intervention of videos began at the start of May and ended at the start of June, a time during transition to kindergarten efforts by the school district is

also seen with the distribution of transition to kindergarten packets by the school district. Each packet contained a transition to kindergarten storybook, a list of transition to kindergarten storybooks, and a handout with guidelines for parents on things to do during the transition. These packets were distributed several ways to families including during conferences, group parent meetings or personally to each family.

Research Tools and Procedures

Transition to Kindergarten (TK) Modules. Findings from Walsh et al.'s pilot study (2017) was considered in the process of creating the current modules. Participants reported a mostly positive experience 69%, negative feedback accounted for 23%, while procedural was 13% (Walsh et al., 2017). As shown in Table 5, findings from the pilot study contributed to our knowledge on creating enhanced quality videos. The lessons learned from the pilot study are divided into three main categories. In the process of making the videos, the lessons learned were incorporated to produce a quality video for families by maintaining the positive features reported from the pilot study and considering the negative and procedural features for enhancement.

Table 5.

Lessons Learned from Pilot Study

Category	Lessons Learned
Procedural	Video could be shorter; additional information was needed; audio and text were helpful; print was too small
Positive	Parent, teacher and child perspectives were helpful; appreciated diversity of participants; liked description of academic expectations; liked specific examples of routines and skills
Negative	Wanted to see behavioral expectations; should have included diverse family structures and multiple parent's perspectives; needed to be more relevant to target audience

Content. The video content for the present study drew from existing literature regarding information and practices that can support the transition to kindergarten.

According to the literature, the information within these features were found to be the most important and beneficial in helping families during the transition (see Table 6.).

Table 6.

Literature Supporting Transition to Kindergarten Practices

Video Features	Literature	Specificity
Hands-on Learning Activities	Lara-Cinisomo (2011)	Approaches to learning, language and communication, cognitive development, social and emotional competence, health and physical development
	Comienza en Casa (2012)	Ready Rosie (literacy, math), Book Creator App (literacy), Shadow Puppet App (literacy)
	Nevada Pre-Kindergarten Standards (2010)	School Readiness Domains: Cognition, Language, Social-Emotional, Creative Expression, Physical Development
	Dail & McGee (2008)	Literacy Concepts: alphabet recognition and knowledge, concept of word, letter formation, phonemic awareness, letter-sound relationships
	Walsh, Cromer, & Weigel, (2014)	Social-emotional, skill-building, problem-solving
Transition Teaching Practices/ Approaches	LoCasale, Mashburn, Downer, Pianta (2008)	Class visitations between kindergarten, pre-k, and teachers; kindergarten orientation, parent orientation, school-wide elementary school activity for pre-k, individual parent meetings, sharing of written records, curriculum discussion
	NAEYC (2009) Developmentally Appropriate Practice (DAP)	Approach to promoting young children's optimal learning and development through developmentally appropriate practices

Reducing Language Barriers	Clevenson (1999)	Video transcends language barrier
	Lara-Cinisomo (2011)	Translated to Spanish
	Olmstead (2013)	Hispanic parents reported language as barrier and time
	Daugherty et al., (2014)	Can overcome language barrier between providers and families
	Malsch, Green, Kothari (2011)	Language and translation problems posed as a barrier
Participants Perspectives	Calabrese (2006)	Include mix of administrators, faculty, and parents
Kindergarten Registration Logistics	Malsch, et al. (2011)	How to register, when to register; dates and times for: orientations/meetings, school visitations, start day and school hours; kindergarten teacher information; information about school daily routines, school calendar, transportation options

Based on the existing literature supporting the transition to kindergarten practices (Table 6), the four present videos collectively include: a) hands on learning activities along with teaching practices in a kindergarten classroom setting, and b) a mixture of participant perspectives and c) practical kindergarten registration logistics. Like the Walsh et al., (2017) pilot study, information sheets were created to accompany the video in English and Spanish (See Appendix A). The information sheets were assessed using the readability statistics program Flesch Readability Test available in Microsoft Word. The first three videos assessed scored a 0.0 college grade level, meaning it is difficult to read and comprehend unless you are a college graduate, while the fourth video scored a grade level of 10-12, which is fairly difficult to read as well.

Rubric. To develop good quality videos for families, two raters independently scored all three videos using a published rubric (see Walsh, Cromer, Weigel, & Sanders,

2013). This rubric assessed the quality in video technicality and developmentally appropriate practices (DAP) as part of the curriculum. The two raters were trained by the researcher instructing them to study *Reliability and Preliminary Use of a Rubric to Assess Pre-Kindergarten Teachers' Video Uses* (Walsh et al., 2013) and then they became more familiar with the rubric through a group discussion of each item with the researcher. The group deemed this as straightforward and did not complete practice scoring. The scoring scale of the rubric used included: insufficient (1 point), emergent (2 points), proficient (3 points), or distinguished (4 points) (Walsh et al., 2013). The rubric addressed the following section for video technicality: length of DVD, written language convention, audio, visual definition (resolution), visual definition (camera techniques), lighting, and menu functionality. The rubric also addressed DAP which included: planning curriculum to achieve important goals (3A,1), planning curriculum to achieve important goals (3C,2), and creating a caring community.

To reiterate, after reading the article and becoming familiar with the rubric in discussion with the researcher, each rater independently watched the videos giving each video separate ratings for each section on an electronic sheet. Once both individuals completed the scoring, ratings from both raters were compared. If raters reached an agreement for each rating, a point was given and if no agreement was reached no points were given. The total amount of agreement scores was summed and divided by the total number of sections to obtain a percentage of agreement. The raters reached an 80% agreement for the first video (hands-on learning activities), 80% agreement on the second video (views on the transition to kindergarten), and 90% on the third video (kindergarten registration information). Largely, no dimension was given a score less than three points

(See Table 7.). Planning curriculum and creating a caring community scored three across the board for video one, demonstrating room for growth in future interventions along with audio in this particular video. The length of the video dimension was given a score of one to each video since each video was rated separately. This tool provided the criteria essential to producing quality videos for families, akin to the pilot study achieved by Walsh et al. (2017).

Table 7.
Rater Rubric Scoring

Dimension	Video 1 Hands on Learning Activities			Video 2 Hands on Learning Activities			Video 3 Hands on Learning Activities		
	R(1)	R (2)	A/D	R(1)	R (2)	A/D	R(1)	R (2)	A/D
Length of Video	1	1	1	1	1	1	1	1	1
Written Language Conventions	4	3	0	4	4	1	4	4	1
Audio	3	3	1	3	4	0	4	4	1
Visual Definition (resolution)	4	3	0	4	4	1	3	4	0
Visual Definition (camera technique)	4	4	1	4	4	1	4	4	1
Lighting	4	4	1	3	4	0	4	4	1
Menu	0	0	1	n/a	n/a	1	n/a	n/a	1
Functionality									
Planning Curriculum (3A,1)	3	3	1	n/a	n/a	1	n/a	n/a	1
Planning Curriculum (3C,2)	3	3	1	n/a	n/a	1	n/a	n/a	1
Creating a Caring Community (1B)	3	3	1	n/a	n/a	1	n/a	n/a	1
Match			9			8			9
Total %			80%			80%			90%

Notes: R= Rater; A= Agree; D= Disagree

Video Production and Procedures

For the purpose of this quasi-experimental design study, there were two groups (video vs. comparison). Over the course of five weeks, the video group ($n=110$) received four videos along with the survey and information sheet while the comparison group

($n=41$) only received the surveys. Video distribution began on the first week of May 2017 and ended the first week of June 2017. The video group received the general video (Walsh et al., 2017) along with the survey and information sheet the first week followed by three separate videos each week, including the survey, and information sheets. The last and final week all participants only received the survey. The comparison group only received the surveys for the five weeks and received the videos and information sheets after the intervention (5 weeks) was finished. See Table 8 for video web links in both languages.

The transition to kindergarten videos were created by a videographer with children and families from a laboratory school located in the Western United States. The three videos followed the general transition to kindergarten video established by Walsh et al. (2017). These three videos include: a) hands-on learning activities along with teaching practices in a kindergarten classroom setting, b) a mixture of participant perspectives (administrator, faculty, parent), and c) practical kindergarten registration logistics. The video transcript was translated, subtitled in Spanish, and accompanied the video.

The duration of each video is approximately five minutes while the general video is eight minutes (Walsh et al., 2017). A link to each video (one in English and one in Spanish) was individually sent to participants via text or email. When text was preferred, information sheets were printed in English and Spanish and provided in the participating classrooms. If email was preferred, information sheets (one in English and one in Spanish) was attached to each email. Teachers verbally communicated this to parents by asking for their preference.

Table 8.
Video Web Links in Both Languages

Video	English	Spanish
General video	https://www.youtube.com/watch?v=yuW0kMKB1NY	https://www.youtube.com/watch?v=Wn0aOE5c1I
Hands-on learning activities	https://www.youtube.com/watch?v=bW9neHpb_-Q	https://www.youtube.com/watch?v=N8TJHeG553Y
Views on the transition to kindergarten	https://www.youtube.com/watch?v=0Ly13A6K6fE	https://www.youtube.com/watch?v=vGEw2ZZpRmI
Kindergarten registration information	https://www.youtube.com/watch?v=XnVOBW11Mvs&feature=youtu.be	https://www.youtube.com/watch?v=vjCbaepuEn8&feature=youtu.be

Measures

The pre-kindergarten teachers distributed the survey links via Remind (communication tool for teachers) texts or email links to families. The survey, which was sent with the video and information sheets had two versions available (English and Spanish) and was forwarded via a link to PsychData, an online survey platform. The survey includes 29 questions in total. Five questions are demographic related while two are open-ended responses and the rest use a Likert scale. Parents were invited to watch the video (in English or Spanish), peruse the information sheet (in English or Spanish), and fill out a survey (in English or Spanish) after watching the video. They were also encouraged to co-view the video with their family and/or to watch it multiple times.

Demographic Questions. The survey includes questions about parent's age, gender identity, relationship with the child, ethnicity/race, and highest level of education.

Questions about the Video. This measure was piloted in Walsh et al. (2017) and includes seven questions about the video. It starts with a fixed choice question, “Did you watch the video?” Next, a 5-point Likert scale is used to ask about the length, audio, visual definition, and if the video was helpful. Scores of each item ranged from 1 to 5, with 1 being “strongly disagree” and 5 being “strongly agree.” Two-open ended questions ask, “What features of the video seem most helpful?” and “What problems or barriers do you see with the video?”

Family Involvement. This section includes three scales with 6-point Likert-type responses consistent with Hoover-Dempsey and Sandler (1997) and Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins, & Closson (2005) literature on parental involvement, these are: 1) general invitations for involvement, 4 items (alpha reliability of .88), specific invitations from child’s teacher, 7 items (alpha reliability of .81), and parental self-efficacy, 5 items (alpha reliability of .78). The scores of each item ranged from 1 to 6, with 1 being “disagree very strongly” to 6 being “agree very strongly.” The general invitation for the involvement section includes statements like “this school lets me know about meetings and special school events.” Specific invitations from the child’s teacher are statements such as, “teachers at this school are interested and cooperative when they discuss my child” and questions for parental self-efficacy are statements are more like, “I don’t know how to help my child do well in school.”

Data Analysis

A thematic analysis was conducted on participant’s responses to the open-ended question about the video features that seemed most helpful in the survey. This process involved the researcher coding the response initially, coding those groups, then creating

common themes (Saldaña, 2011). Initial coding includes descriptive codes (Saldaña, 2011). Focused coding involves finding the most prominent initial codes or codes that group together (Charmaz, 2006). The responses were analyzed to determine initial codes, then focused codes, and eventually themes.

The first coder engaged in initial coding, which includes stating descriptive codes (Saldaña, 2011). Next, focused coding occurred, which involves finding the most prominent initial codes or codes that group together (Charmaz, 2006). The first coder analyzed the data to determine initial codes, then focused codes, and eventually themes. The second coder is a doctoral student in education outside of early childhood. The selection of the second coder outside of early childhood education was to mitigate any potential biases. The coders worked to reach consensus on codes and then collectively identified major themes. To promote the rigor of the study, a third coder, the first author, independently reviewed the data and validated the coding analysis. She met with the first coder to discuss two items that she potentially thought could be coded differently. The items were discussed and one item was recoded.

The quantitative data collected from the surveys were analyzed via statistical analysis using SPSS. Independent t-tests were used to compare both the video and comparison group variables within parental self-efficacy, teacher, and school communication to determine statistical significances. Descriptive statistics was used to analyze the quality of the video dimensions reported in terms of the participant's opinions.

Chapter III. Results

This study examined the level of parental involvement for families of ELLs during the transition to kindergarten given the barriers that exist for ELLs. The organization of this chapter will be in terms of the research questions. The first open-ended question in the survey regarding the aspects of the TK modules participants (parents) reported to be the most important was the first to be examined. Then, the following research questions, two, three, and four are examined by looking at the comparison between video and comparison group in relation to parental self-efficacy, teacher communication, and school communication. Lastly, the fifth research question is statistically analyzed by looking at parent's opinions of the video.

Research Question 1

Fifty-six participants provided responses to the open-ended survey question. Thirty-nine responses to the open-ended questions were in English and 17 were in Spanish. Fifty-six responses were analyzed to develop themes. After examining the qualitative data, four emerging themes occurred from the analysis: general information about the transition to kindergarten, ways for parent preparation, understanding child development, and other. Furthermore, resulting thematic elements emerged from the aforementioned themes. Each thematic element presents a helpful contribution for participants in the overall transition to kindergarten. Table 9 reports the themes, thematic elements, and representative quotes reported in the survey.

Table 9.
Thematic Analysis (n=56)

Theme	Thematic Element	Representative Quotes
	Procedures (n=4)	"How to register my child" (parent)

General information about the transition to kindergarten	Information (n=11)	<p>“Step by step instructions and tips” (step parent)</p> <p>“It’s good to know the steps to take to enrollment and the transitions from pre-k to kindergarten” (parent)</p>
	Recommendations (n=5)	<p>“information about the importance of literacy” (parent)</p> <p>“pointing to the parent website” (parent)</p> <p>“The common questions that were reviewed and answered” (parent)</p> <p>“All the advice given was very helpful and gave me lots of insight” (parent)</p> <p>“Great tips and info” (parent)</p> <p>“the advice” (parent)</p> <p>“recommending things to do with my child to prepare her for kindergarten”(parent)</p>
Ways for parent preparation	Home activities (n=3)	<p>“ideas for at home activities” (parent)</p> <p>“the activities given to help my child transition in to kindergarten” (parent)</p> <p>“The specific lessons that are helpful to do at home or anywhere in fact, to help and better your child in their educational future” (step parent)</p>
	Ideas (n=3)	<p>“Where child helped with packing their lunch” (parent)</p> <p>“Ideas on what activities to experiment with in order to encourage learning in a fun environment” (parent)</p>

	Encouragement (<i>n</i> =3)	<p>“My child was excited to see the fun activities the other kids were doing in the video. My son asked afterwards if I could take him to Kindergarten right then. The video surely helps children to look forward to great and fun experiences in Kindergarten!” (parent)</p>
	Communication (<i>n</i> =2)	<p>“Maintain communication between school and family and parents. Between school and home” (parent)</p> <p>“Try to be positive and talk to child in a positive way about school and all the experiences he/she will have in class with activities, classmates, and teachers” (parent)</p>
Understanding child development	Development (<i>n</i> =9)	<p>“For my child won’t be scared when they start kindergarten” (parent)</p> <p>“The importance of our children’s confidence in starting kindergarten”</p> <p>“the way to help children to adapt to their new school year...” (parent)</p> <p>“social behavior” (parent)</p> <p>“the working together to solve issues and help the child understand more” (parent)</p> <p>“What lack of sleep can do to the child” (parent)</p>
	Perspectives (<i>n</i> =3)	<p>“Having a mother and teachers outlook” (parent)</p> <p>“Where Jordan made it clear that at the end of the day she</p>

		made friends and she wasn't alone!" (parent)
	Expectations (<i>n</i> =3)	<p>"The info about what they are expected to do in kindergarten" (step parent)</p> <p>"Prepare children at home with kindergarten expectations" (parent)</p> <p>"...talk to child in a positive way about school and all the experiences he/she will have in class with activities, classmates, and teachers" (parent)</p>
	Academic Skills (<i>n</i> =4)	<p>"information about the importance of literacy skills" (parent)</p> <p>"The importance that we can teach them colors and numbers with different materials" (parent)</p> <p>"Learning there's name n spelling they name out" (parent)</p> <p>"That I need to work more on working one on one with my child and reading to and with him." (parent)</p>
Other	Everything (<i>n</i> =6)	<p>"All." (parent)</p> <p>"Everything is useful." (parent)</p> <p>"All the explanation." (adoptive parent)</p>

General information about the transition to kindergarten

Information (*n*=11) was a key aspect mentioned by the participants. Information parents found to be the most helpful included registration information and general

information on what is expected during the process. Recommendations ($n=5$) was the second most frequent response on ways to best prepare their child for the transition to kindergarten. Knowing what their children need in order to be considered ready for school along with the tips and advice is highly valuable because the information is coming from knowledgeable speakers. Procedures ($n=4$) such as kindergarten registration and step-by-step instructions was also found to be a helpful feature considering that a process such as registration can be a difficult procedure without some guidance.

Ways for parent preparation

The videos presented several ways a parent can prepare their child and family for the transition to kindergarten. According to the participants, visuals of home activities ($n=3$) and ideas ($n=3$) in the videos provoked more ways that can help with the preparation whether it be at home or elsewhere. For example, some home activities the children demonstrated in the video were matching numbers and counting with various materials. Having the child in the video help with packing their lunch according to one parent prompted an idea to implement at home. Encouragement ($n=2$) and maintaining communication ($n=2$) with the child as well as between the school and the home was reported by the participants. Trying to be positive and talking to children in a positive way about school and all the experiences they will have in school is a way parents can prepare their children, as expressed by a parent.

Understanding child development

Child development was a prominent element highly occurring among the participants. Understanding child development ($n=9$) is a unique process and participants

demonstrated the value in understanding their child's development during the transition. Social-emotional development appeared to be important in knowing and understanding what the child may experience and how to also help the child prepare socially and emotionally for a milestone such as the transition. Participants also appreciated the perspectives ($n=3$) such as the mother and teacher along with the child who stated that at the end of the day she made friends and was not alone. Furthermore, expectations ($n=3$) can provide parents with some reassurance on what they will see during the transition, which is helpful for the child and the family. Academic skills ($n=4$) such as literacy and increasing more parent-child interaction also provided some expectations as to what their children will be expected to do in kindergarten.

Other

Lastly, the most recurring element presented in this theme was everything ($n=6$). According to the participants, they declared "everything" in response to the open-ended question and that is what this theme "other" captures. This included all the information viewed in all four videos including the general video, hands-on learning activities, views on the transition to kindergarten, and kindergarten registration logistics. All four videos contributed to helping participants in the process of transitioning to kindergarten.

Research Question 2

The first quantitative research question pertinent to this study analyzed parental self-efficacy between the video ($n=110$) and comparison group ($n=41$). An independent-sample t-test was used to compare both groups. No statistical significance was found between both groups.

Table 10.

Comparison of Parental Self-Efficacy between Video and Comparison Group

Variable	Total		Video		Comparison		<i>t</i>	<i>df</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Know how to help my child	5.20	0.97	5.15	1.04	5.32	0.70	-0.84	120
Don't know if I'm helping	2.75	1.61	2.85	1.63	2.48	1.57	1.08	120
Don't know how to help make good grades	2.70	1.75	2.85	1.83	2.29	1.44	1.53	120
Successful in helping my child learn	5.24	1.02	5.15	1.12	5.48	0.63	1.73	65.44
Don't know how to help my child learn	2.48	1.61	2.58	1.69	2.19	1.33	1.31	65.50
Total			23.03	5.38	24.83	4.50	-1.83	61.54

Research Question 3

The second quantitative research question analyzed teacher communication with parent between the video ($n=110$) and comparison group ($n=41$). An independent-sample t-test was used to compare both groups. Four variables were found to be statistically significant among the video and comparison group. The first variable statistically significant was where the comparison group participants ($M=5.58$, $SD=0.50$) reported a higher rating than the video group participants ($M=5.49$, $SD=0.67$), $t(120)=-6.53$ on the 6-point value scale on *I feel welcomed at this school*. The second variable statistically significant was where the video group participants ($M=5.33$, $SD=0.78$) reported a higher average rating of 5.33 on *my child's teacher asked me or expected me to help my child*

with homework, than the participants from the comparison group ($M=4.90$, $SD=1.17$), $t(120)=2.31$ who reported an average rating of 4.90.

The third variable statistically significant was found where the video group participants ($M=5.25$, $SD=0.90$) reported a higher rating of 5.25 on *my child's teacher asked me to talk with my child about the school day* whereas the participants from the comparison group ($M=4.74$, $SD= 1.34$), $t(39.64)=1.97$, reported an average rating of 4.74.

The fourth significant variable found was where the video group participants ($M=4.58$, $SD=1.40$) reported a higher average rating of 4.58 on the *my child's teacher asked me to help out at the school*, when compared the to the comparison group ($M=3.90$, $SD=1.66$) $t(120)=2.22$ who reported an average rating of 3.90.

Table 11.

Comparison of Teacher Communication with Parent between Video and Comparison Group

Variable	Total		Video		Comparison		t	df
	M	SD	M	SD	M	SD		
Teachers are interested and cooperative	5.46	0.72	5.42	0.78	5.58	0.50	-1.10	120
Feel welcome at school	5.52	0.63	5.49	0.67	5.58	0.50	-6.53**	120
Teacher asked or expected to help with homework	5.22	0.91	5.33	0.78	4.90	1.17	2.31*	120
Teacher asked me talk with my child about the school day	5.12	1.05	5.25	0.90	4.74	1.34	1.97*	39.64

Teacher asked to attend special event at school	5.07	1.09	5.12	1.02	4.94	1.29	0.81	120
Teacher asked to help at school	4.41	1.49	4.58	1.40	3.90	1.66	2.22*	120
Teacher contacted me	5.16	1.06	5.25	0.92	4.90	1.38	1.32	39.67
Total			36.45	4.64	34.55	5.50	1.88	120

+ $p < .10$. * $p < .05$. **

Research Question 4

The final quantitative research question analyzed school communication with participants between the video ($n=110$) and comparison group ($n=41$). An independent-sample t-test was used to compare both groups. No statistical significance was found between both groups.

Table 12.

Comparison of School Communication with Parents between Video and Comparison Group

Variable	Total		Video		Comparison		t	df
	M	SD	M	SD	M	SD		
Parent activities scheduled so I can attend	4.16	1.61	4.26	1.54	3.87	1.80	1.17	120
School notifies meetings/ school events	4.69	1.39	4.71	1.36	4.61	1.48	0.35	120
School contacts promptly about problems	4.16	1.90	4.25	1.87	3.90	2.00	0.88	120
Teacher informs about child's progress	4.70	1.49	4.88	1.41	4.19	1.62	2.26	120
Total			18.11	5.27	16.58	6.21	1.33	120

+ $p < .10$. * $p < .05$. **

Research Question 5

Table 13 reports video dimensions according to the participants who viewed the video ($n=110$). On a 5-point rating scale, the video was valued on appropriateness of length ($M=4.36$, $SD=.88$), clarity of the audio ($M=4.31$, $SD=.91$), satisfactory of visual definition ($M=4.36$, $SD=.86$), and overall helpfulness ($M=4.36$, $SD=.81$).

Table 13.

Descriptive Statistics for Parents' Opinions of the Video ($n = 110$)

Video Dimension	<i>M</i>	<i>SD</i>
Length	4.36	0.88
Audio	4.31	0.91
Visual	4.36	0.86
Helpful	4.36	0.81

An open-ended question on the survey asked parents to identify potential barriers within the video. Thirty-two participants responded. Sixteen participants responded that there were no barriers by statements, such as “None” or “N/A.” Seven participants responded with affirmations about the videos, such as “I liked the videos.”

Nine parents responded with suggestions about the video. One parent wanted all the videos to be more child friendly. Two parents had technical suggestions, stating that the subtitles were too fast, and one parent expressed a preference for talking compared to subtitles. Two parents expressed that the videos lacked excitement. One parent that suggested the video was boring also suggested that role-playing between a parent and teacher would be helpful. Another parent suggested that a narrator stating what is being observed in the video would be an improvement. One parent made a suggestion about how a teacher handled a situation. One parent thought the classroom was a barrier by

stating that it looked crowded. Finally, one parent thought a barrier was that footage seemed to be shot in kindergarten classrooms not pre-kindergarten classrooms.

Chapter IV. Discussion

The goal of this quasi-experiment was to examine family involvement using video in English and Spanish to promote the transition to kindergarten for ELLs. The objective of this study was to explore the effects of a short-term intervention (in English and Spanish) of four transition to kindergarten videos with information sheets to parents with a pre-k child enrolled in a Title I school. ELLs with low-income family backgrounds encounter barriers that limit family involvement during the transition to kindergarten, an important milestone in lives of young children (Cooper, et al., 2010; Tarasawa & Waggoner, 2015). As a result, ELLs are placed at an unequal disadvantage when entering kindergarten (Wanless et al., 2011). Previous research on English and Spanish video has shown that parents and teachers find video to be a valuable family involvement strategy (Sanchez & Walsh, 2010; Walsh et al., 2014). Additionally, this study builds upon past studies because the information provided in the video was in the form of images and audio, also helping reduce the literacy and language barriers for ELL families (Walsh et al., 2014). This is the first study on video to explore family involvement that progresses beyond qualitative and descriptive data as well as non-inferential statistics and thus it advances the literature.

Overview of Findings and Results

This quasi-experimental study involved two groups, a video and comparison group, which consisted of parents who have a pre-kindergarten child watching transition to kindergarten videos and then completing a survey, which was a combination of questions used in the pilot study and well-established scales from the literature (Hoover-

Dempsey & Sandler, 1997; Hoover-Dempsey et al., 2005). Qualitative data on participants' perspectives of the videos were also analyzed.

In sum, several aspects in the videos, consistent with previous literature were reported by participants as helpful. No significant differences were found between the video group and comparison group when parental self-efficacy was analyzed. Four variables were found to be significant between both groups in teacher and parent communication. No significant differences were found between both groups in parent and school communication. Overall, parents in the video group reported high ratings on the quality of video dimensions.

Parents in the intervention group reported watching the videos, which was the manipulation check. Additionally, a rubric was used to assess the quality of the videos and 80% agreement was achieved.

Positive Experiences and Memorable Video Content

The first research question asked what aspects of the TK modules were found noteworthy by parents. Based on the qualitative analysis, the thematic elements that emerged from the parent's responses were in sync with existing video literature in terms of the content considered important for families to feel involved particularly during the transition into kindergarten (Calabrese, 2006; Dail & McGee, 2008; Harvard Research Project, n.d.; Lara-Cinisomo, 2011; LoCasale et al, 2008; NAEYC, 2009, Malsch et al., 2011; Walsh et al., 2014). All four videos included transition practices that provided parents reported provided general information about the transition to kindergarten, ways to prepare, and an understanding of child development during this process. Table 9 provides more information on these themes and representative quotes as evidence.

The first theme or general information about the transition to kindergarten captured the importance of registration. Essentially, one of the first steps in the transition to kindergarten is registration. Gathering the information necessary for registration, knowing how to register, and everything thereafter is important information parents need to begin a successful transition (Malsch et al., 2011). Consistent with Malsch et al.'s (2011) study, parents reported information about the logistics of the transition process to be a key aspect in the videos. Registration information about procedures, information, and recommendations were reported as being helpful as gleaned by the researcher's frequency counts of thematic elements (see Table 9). For example, one parent stated, "it's good to know the steps to take to enrollment and the transitions from pre-k to kindergarten." These findings intuitively fit given that the *Kindergarten Registration Information* video consisted of logistic information for enrolling a child into kindergarten, a process that can be intimidating and difficult if parents do not have the support and resource (Malsch, et al., 2011). In addition to the general information, recommendations such as the tips, advice, and suggestions made in the videos were common responses among parents. One parent stated, "Recommending things to do with my child to prepare her for kindergarten," and another parent commented, "all the advice given was very helpful and gave me lots of insight." Perhaps, when other people, such as the knowledgeable speakers (i.e., administrator, teacher, and seasoned parent) in the *Views on the Transition to Kindergarten* video provided personal recommendations parents were more apt to find these helpful and even follow through because these speakers have come across the experience one way or another.

The second theme, ways to prepare, was again highly reported as helpful for the parents. This was no surprise given that many times families in the past have expressed feelings of unpreparedness, maladjustment, and lack of school support (Miller, 2014). Using several ways to prepare ahead of time such as implementing home activities and ideas demonstrated in the videos, will place children at an advantage and at an equal start, notably for ELLs who enter kindergarten at a disadvantage, again by reinforcing the learning at home (Caspe, 2015; Lee & Burkham, 2012). One step-parent commented, “the specific lessons that are helpful to do at home or anywhere in fact, to help and better your child in their educational future” demonstrating the potential positive impact these practices at home will have on the child due to the increase in experience (LoCasale-Crouch et al., 2008). At the same time, this study adds to past research where various programs already aim to support families in the transition process by engaging families in early learning activities as part of preparing the child for kindergarten (Ready, Set! Go!, *Comienza en Casa*, CHC-TK Pilot Study).

Along the lines of preparation is encouragement and communication. The videos encouraged not only a positive experience for the parent, but also their child demonstrated in this response, “my child was excited to see the fun activities...my son asked afterwards if I could take him to kindergarten right then.” This also falls in line with the importance of communication because the parent is communicating a positive experience the child will have and the importance of communication in the child’s environment as stated by one parent, “maintain communication between school and family and parents, between school and home.” The increase in communication will only result in an even more successful transition for the child because when there is

communication between the school and family, children are more likely to have a successful transition according to (Cooper et al., 2010; Gonzalez & Jackson, 2012).

The third theme stems from participants stating how understanding what their child may experience developmentally during this transition in the videos was helpful. The fact that parents mention children's social-emotional development as being important several times in statements such as "child won't be scared" and "important of child's confidence when starting kindergarten" is evidence of parents internalizing the information on how to support their child developmentally through the transition due to the complexities of this process. This finding corroborates trends in the previous literature. Specifically, the previous findings align with assertions that supporting the transition to kindergarten by incorporating child development information and kindergarten readiness skills including social-emotional development, academic skills, and kindergarten expectations are important (Dail & McGee, 2008; Lara-Cinisomo, 2011; Nevada Pre-Kindergarten Standards, 2010; Walsh et al., 2014).

The fourth and final theme, other, incorporates everything presented in all four videos. Six parents without specification responded six different times stating, "everything is useful" or "all the explanation" in the videos were helpful. While the first video was a more general video on the transition to kindergarten, the following three videos provided more in-depth information on particular topics such as hands-on learning activities, perspectives, and registration information. Although these parents provided no specification, the findings add to previous literature by demonstrating that video can be an effective strategy to communicate important information, introduce new information or reinforce learning at home (Calabrese, 2006).

Few studies have used video to communicate this important information and even fewer studies have examined the perspectives of parents in regards to what, from the information presented to them in the videos, was helpful. The themes that emerged from the qualitative analysis provide useful information to practitioners to support families in the transition based on their perspectives. If families do not attain the information necessary, they will as Cooper et al. (2010) mentions in his literature result in low family involvement, thus affecting the ability to have a successful transition. On the other hand, if these practices are accessible and implemented competently by the parents, it can shield children with families who are socially and economically at risk (Caspé et al., 2015; Cooper et al., 2010; LoCasale-Crouch et al., 2008). Therefore, the use of videos in English and Spanish with this suggested content can be added to early childhood professional strategies to promote the transition to kindergarten. When families of ELLs also have this information, especially in form of images and in English and Spanish, they report positive feedback as evidenced by the present qualitative findings.

Parental perspectives of the videos examined the video dimensions that determine the technical and quality of the videos. On a 5-point rating scale, ranging from strongly disagree to strong agree, the participants were asked to rate the appropriateness in length of the video, audio clarity, visual definition, and whether the video was helpful. The rating for all four variables resulted in a value score of four. The findings of this analysis demonstrate that the overall quality of the videos lie within standards that make them accessible, comprehensible, and beneficial. The resulting value score of four mostly aligns with the video raters scores of the video. Based on the value of mode, the video

raters gave visual definition an overall score of four, audio was three point five, and length was one.

Self-Efficacy, Teacher-Parent Communication, and School-Parent Communication

Four quantitative research questions were statistically examined for significant differences between both the video and comparison group in regards to parental self-efficacy, teacher and parent communication, and school and parent communication. This statistical examination was coupled with an examination of parent's ratings of the video dimensions from the video group participants.

Results from examining parental self-efficacy within both groups were as expected in some instances. For example, the video group, who answered the questions while receiving the videos responded positively on all six questions of this section. The questions asked to indicate how much the parent agreed or disagreed based on a six-point rating scale with each statement in regards to how the parent helps their child with school. This makes sense given that videos provided parents with visuals of home learning activities and teaching practices that can be implemented at home, which could have positively influenced their ability to implement these tasks and in turn increase parent's self-efficacy (Bandura, 1997). The comparison group also responded with positive ratings on all six questions of this section, however, they were not receiving the videos at the same time as the video group. The fact that the groups did not show ratings that were statistically significant may indicate that the comparison group had already been receiving the support that would have otherwise established high parental self-efficacy.

Although no significant differences were found in parental self-efficacy between both groups, significant differences were found in teacher communication between both the video and comparison groups. The teacher communication section of the survey consists of parental responses about how they feel about what their child's teacher does to help the parent take part in school activities on a six-point rating scale, from disagree very strongly to agree very strongly.

The first variable identified as statistically significant was *I feel welcomed at this school*. The comparison group reported a higher mean of 5.58, when compared to the video group who reported an average mean of 5.49. The difference in these groups may have resulted from the intervention group being more critical due to increased exposure of more efforts from the video than the comparison (Schulting, 2010).

The second variable identified as statistically significant was *my child's teacher asked me or expected me to help my child with homework*. The video group's mean consisted of 5.33, while the comparison's group mean was 4.90. Participants from the video group may have assumed teachers expected them to implement the practices seen within the videos which may have otherwise been seen as "homework." This is a possible explanation for the significance difference between both groups in this variable.

The third variable identified as statistically significant was *my child teacher asked me to talk with my child about the school day*. The video group's mean consisted of 5.25 whereas the mean for the comparison group was 4.74. Perhaps the intervention group received messages of family involvement while watching the videos.

The last and fourth variable identified as statistically significant was *my child's teacher asked me to help out at the school*. The video group's mean consisted of 4.58

and when the mean of the comparison group was 3.90. A reason for this significant difference could stem from the assumption that a communication barrier was broken while teachers were sending out the links which in turn increased the likelihood of teachers asking the parents to help out at school. This confirms speculations in the previous literature stating that video communication between teacher and parents may lead to increased parent involvement (Sanchez et al., 2011). Also, if parent's competencies and personal self-efficacy were rated while watching the videos, the increased chances of parents volunteering at school is even higher.

Lastly, in the final section of the survey with reference to communication between the school the parent, no significant differences were found between both groups. This section included parents report on how people at the school let them know about what's going on with the child. On a six-point rating scale parents had could choose from never to daily. After analyzing the data collected in this section, the evidence demonstrates that most participants in both groups reported having been communicated with the school at least once a week. Because it is likely that schools need to attend to several student's needs, a once a week form of contact by the school for the parents increases the likelihood of staying involved if not already increasing it.

Although there were only four major significant differences identified between both the video and comparison group, the reported higher positive ratings of the videos may have increased family involvement. Furthermore, the absence of robust significant results could be explained by the school districts effort to also facilitate the transition to kindergarten by providing teachers with transition to kindergarten packets to distribute to their pre-kindergarten families. These transition practices happening at the same time as

the intervention may have intervened with the ability to see significant difference whereas if it were implemented at a different time, results may have indicated otherwise.

Contextual factors that may have impacted the results varied among each teacher as well. For example, teacher's years of teaching experience, use of technology efforts to distribute videos, and classroom environment are some possible reasons to support the results.

Implications

The main aim of this study was to examine parent involvement among ELL families during the transition to kindergarten using videos as a communicative strategy. The findings from the open-ended question suggest that families have positive experiences with video, do report watching them, often co-view them with their child, and find them helpful as they begin the transition process. If parents have the information they need, they will be better able to support and be involved during the transition to kindergarten, a process that can be difficult if support systems are not in place (Good et al., 2010; Miller, 2014). Stakeholders, administrators, and early childhood professionals need to be aware of this in order to set-up families to experience a successful transition into a new environment.

Although significant differences between the video and comparison group were limited, using video as a communicative practice may be ideal when trying to transmit important information to particular families who would otherwise encounter barriers that limit family involvement (Daugherty et al., 2014; Olmstead, 2013). These videos break those barriers and in turn can help increase family involvement at home and lead to a successful transition (Cooper et al., 2010; Wildenger & McIntyre, 2011). Adding to the

benefit of using this strategy is having the video available in two languages which in turn increases accessibility and parent involvement among ELLs families who experience language barriers.

It seems that if educators are able to transmit this important information ahead of time to families of ELLs who are at risk, the likelihood of them perhaps approaching an equal level as their peers could potentially reduce the achievement gap (Casper et al., 2015; Lee & Burkham, 2012; Wanless et al., 2011). This form of communication is potentially gaining ground as an evidence based practice to facilitate communication between home and school (Daugherty et al., 2014; Sanchez & Walsh, 2010; Vaala, 2013; Walsh et al., 2014). It is important that educators consider the use of video as a viable strategy to building a bridge of communication between home and school.

Limitations

Most participants had a high school/GED ($n = 73$); however, some participants ($n = 27$) reported having less than a high school education. The information sheets that accompanied the videos had high school to college level readability level thus it is possible that all participants may not have benefited from the information sheets. Information sheets that are created at a comprehensible reading level and with minimal wording are more likely to be less intimidating and overwhelming for families. No data was collected on the practicality of the information sheets. Nonetheless, the quality of the video and the English and Spanish iterations of the video proved to be useful.

According to the data collected, 57 of the video participants co-viewed the video(s) with their child out of 106 participants who viewed the video(s). The videos were intended for parents. This is a positive indication and may suggest that the videos

prompted immediate thinking about how to involve their children in communication from the school in the context of the home. The first video included perspectives of kindergarteners and was filmed in an actual classroom and a kindergartener's home. It is reassuring that parents thought to view this with their child. A possible impediment for not co-viewing is the videos is that some of them (e.g., kindergarten registration information) were not intended nor considered to be child friendly.

An overall quality of the videos was collected using a published rubric (see Table 7). Each individual video was not assessed given that some of the dimensions did not apply to all of the videos. Using a different rubric or expanding Walsh et al.'s (2013) rubric might be a useful approach to promote obtaining feedback on videos specific to the transition to kindergarten.

A true pre-test given before the video intervention would be helpful in supporting this study. In conjunction with the pre-test, a follow-up post-test (e.g., a month after the intervention ended) would have been helpful to determine if there was decay in the significant results. Finally, this was a quasi-experiment because logistically random of assignment of families with a classroom to either a video intervention or no intervention proved too challenging. Although random assignment of an entire classroom to either the intervention or business as usual condition, there are potentially confounding factors with this approach that potentially future students could explore.

Unfortunately, this study did not capture the transition to kindergarten efforts by exploring teachers perspectives during the intervention. Due to the timing of the intervention with the school districts effort to also provide families with information on

the transition to kindergarten, it is unknown how and when the distribution of information was transmitted to families.

Suggestions for Future Research

When combined with the findings from previous video interventions (Walsh et al., 2014; Walsh et al., 2017), it appears that video remains a promising practice and may promote parent involvement. In future interventions, it might be helpful to determine how to promote co-viewing of the videos to explore how children might benefit too. More systematic intervention and replications of the previous study are needed before definitive conclusions can be made about the effects of video on parental involvement. Ideally, true random assignment would be useful to furthering this line of research.

While the field has some ideas of teachers' perspectives on the use of video to promote parental involvement (Sanchez & Walsh, 2010), it would be helpful to get their perspectives on transition to kindergarten videos in particular. It would be useful to get pre-kindergarten and kindergarten teachers feedback. Because this intervention is essentially one-way communication, it would be helpful to determine how to incorporate bi-directional aspects of communication into the intervention. Teachers may have promising perspectives on how to accomplish this.

In the process of creating future transition to kindergarten videos, the barriers participants encountered with the videos along with the barriers described in the literature should be also addressed to further enhance the quality. For instance, in the video survey the second qualitative question specifically asked, "what problems or barriers do you see with the video?" This feedback should be taken into consideration and used to enhance the video creating process. One parent suggested that watching a parent interact with a

teacher would be helpful while another found the subtitles difficult to read due to the rate of speed they were being displayed. In the literature, examples of barriers that creators of future quality videos should also be mindful and aware of are social economic status, language, literacy, access to resources, and time (Cooper et al., 2010; Daugherty et al., 2013; Olmstead, 2013; Tarasawa & Waggoner, 2015; Walsh et al., 2014).

Considering that there were four videos, one general, and three specific videos (e.g., kindergarten registration), analyzing the specific feedback on each particular video rather than holistically from the parents would also be beneficial in enhancing the quality in future videos. The more specific information geared towards helping families in the transition is incorporated, the more the children and their families are potentially likely to have a successful transition to kindergarten.

Lastly, a future consideration might compare this video intervention tool to other kindergarten readiness activities and how this video might work in tandem with them. Looking at how this video works as part of a system of efforts and how it might enhance other efforts is an important consideration.

Conclusion

Evidently, the transition to kindergarten is a sensitive time in which young ELL students and their families need support (Good et al., 2010; Gottfried, 2014; Miller, 2014). The current transition practices implemented by educators to support families during this time add to the facilitation of the transition and video provides important information in an even more accessible way, potentially breaking away barriers, and family constraints that prevent ELL families from fully engaging in the preparation of the transition (Daugherty et al., 2014; Olmstead, 2013). Family involvement researchers and

practitioners should continue to seek ways to provide transitions to kindergarten information through the use of audio and visuals as well as in English and Spanish. Not only is this important for pre-k and kindergarten teachers to know, but also stakeholders who are aiming to close the achievement gap, and can adapt this effective strategy to communicate important information to families. Essentially, with increasing rates of technology accessibility, this innovative strategy can be used to reach large populations of people. What better way than to use video in school for educational purposes?

In a particular case in this study, these transition to kindergarten videos did more than provide a family with information on the transition to kindergarten. After watching the videos one parent described their experience as,

My child was excited to see the fun activities the other kids were doing in the video. My son asked afterwards if I could take him to Kindergarten right then.

The video surely helps children to look forward to great and fun experiences in Kindergarten!

The videos potentially instilled, excitement, motivation, and confidence, a powerful tool that may make a positive impact for all families.

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Appendix A

Video Information Sheets (English and Spanish Versions)



Transition to Kindergarten

Please view the video at: <https://www.youtube.com/watch?v=yuW0kMKB1NY>

How to help your child grow:

Physical growth

- Start good bedtime routines, such as teeth brushing
- Make healthy family meals together
- Allow time for outside play

Intellectual growth

- Do activities that allow your child to learn by doing
- Help your child to write their name with a pencil and paper
- Read storybooks and get your child to ask about the story

Emotional growth

- Help your child to try new things and to be proud when they learn new skills
- Make learning fun and praise the work your child puts into learning
- Allow your child time to play with friends (pretend friends are okay too)

Getting ready for kindergarten:

First things first

- Visit the district website to find kindergarten info, call the school, or visit the school
- Find out main deadlines (Ex: signing up a child for kindergarten calls for proof of an address, a birth certificate, and proof of a doctor's visit)

Before starting kindergarten a child should be able to:

- ☐ Find letters in their name
- ☐ Know sounds in their name
- ☐ Know words that rhyme
- ☐ Find print in their surroundings

For more info about helping your child get ready for kindergarten, please visit the Nevada Pre-K Standards: <http://www.nevadaregistry.org/departments-of-education-office-of-early-learning-and-development/pre-k-standards.html>





Transición al Kínder

Favor de ver el video en: <https://www.youtube.com/watch?v=wWn0aOE5c1I>

Como ayudar a su hijo a crecer:

Crecimiento físico

- Comience buenas rutinas antes de dormir, tal como cepillarse los dientes
- Hacer comidas saludables junto con la familia
- Deje tiempo para jugar al aire libre

Crecimiento intelectual

- Haga actividades que permitan a su hijo a aprender haciendo
- Ayudar a su hijo a escribir su nombre con un lápiz y papel
- Leer libros de cuentos y que su hijo haga preguntas acerca de la historia

Crecimiento Emocional

- Ayudar a su hijo a intentar cosas nuevas y estar orgullosos cuando aprenden nuevas habilidades
- Que el aprendizaje sea divertido y alabar el trabajo que su hijo dedique a su aprendizaje
- Permita que su niño tenga tiempo para jugar con los amigos (tener amigos imaginarios está bien también)

Preparándose para kínder:

Lo primero es lo primero

- Visite el sitio web del distrito para encontrar información sobre kínder, para llamar a la escuela, o visitar la escuela
- Averigüe plazos principales (Ej. inscribir a un niño para kínder exige prueba de una dirección, un certificado de nacimiento, y la prueba de visita al médico)

Antes de comenzar kínder su hijo debe ser capaz de:

- ☐ Encontrar letras de su nombre
- ☐ Saber sonidos en su nombre
- ☐ Saber palabras que riman
- ☐ Encontrar palabras de impresión en el entorno

Para obtener más información acerca de como ayudar a su hijo a prepararse para kínder, por favor visite los Estándares de Nevada Pre-K: <http://www.nevadaregistry.org/department-of-education-office-of-early-learning-and-development/pre-k-standards.html>





Hands-On Learning Activities

Please view the video at: <https://www.youtube.com/watch?v=bW9neHpb-Q>

Ways to support your child at home:

Number Sense

- Recognize, read, and write numbers from 0-10
- Recognize relationships of more than, less than and equal to
- Match the number of objects in a set to the correct numeral 0 to 10

Literacy

- Write full name
- Identify letters in own name
- Identify the beginning sound of own name
- Experiment with writing tools and materials to communicate
- Recognize environmental print and symbols

Creative Expression

- Create works that express or represent experiences, ideas, feelings, and fantasy using different materials
- Identify color, shape, and texture through art experiences.
- Describe or respond to their own creative work or creative work of others

Music and Movement

- Sing, dance, listen, to music
- Play instruments
- Use math and language in music
- Experience music from different cultures
- Create and sing chants
- Identify simple elements of songs such as loud/soft and fast/slow

Science/Problem Solving

- Encourage exploration and discovery
- Use tools safely to observe and explore different objects/environments.
- Ask questions about their world
- Observe living and non-living things on Earth





Actividades Prácticas de Aprendizaje

Favor de ver el video en: <https://www.youtube.com/watch?v=N8TJHeG553Y>

Maneras de apoyar a su hijo(a) en casa:

Sentido de los números

- Reconocer, leer y escribir números de 0 a 10
- Reconocer relaciones de más de, menor e igual que
- Haga coincidir el número de objetos de un conjunto con el número correcto 0 a 10

Alfabetismo

- Escribir el nombre completo
- Identificar letras en su propio nombre
- Identificar el sonido inicial del propio nombre
- Experimentar con herramientas de escritura y materiales para comunicarse
- Reconocer la impresión ambiental y los símbolos

Expresión creativa

- Crear trabajos que expresen o representen experiencias, ideas, sentimientos y fantasías utilizando diferentes materiales
- Identificar el color, la forma y la textura a través de las experiencias artísticas.
- Describir o responder a su propio trabajo creativo o al trabajo creativo de otros

Música y Movimiento

- Cantar, bailar, escuchar música
- Tocar instrumentos
- Utilizar las matemáticas y el lenguaje en la música
- Experimentar música de diferentes culturas
- Crear y cantar cantos
- Identificar elementos simples de canciones tales como ruidoso / suave y rápido / lento

Ciencia / Solución de problemas

- Fomentar la exploración y el descubrimiento
- Utilice las herramientas con seguridad para observar y explorar diferentes objetos / ambientes
- Haga preguntas sobre su mundo.
- Observe las cosas vivas y no vivas en la Tierra.





Views on the Transition to Kindergarten

Please view the video at: <https://www.youtube.com/watch?v=0Ly13A6K6fE>

Things to keep in mind:

Parent

- Talk to your child about kindergarten
- Ask your child what they think and feel about kindergarten
- Tell them what you think and feel about kindergarten
- Talk to them about what fears they have and how to solve
- Give your child a lot of reassurance and support
- Communicate with the teacher

Teacher

- Teacher will prepare child for new environment
- Have open communication between teacher and family
- Children will learn various subjects
- Teacher will focus on learning about child, creating relationship with child, and family and social emotional development

School Director

- Talk about kindergarten expectations
- Talk about the school, visit the school, meet the teacher
- Get a goodnight sleep the night before
- Communicate to your teacher your child's strength and weaknesses
- If you have concerns or need support speak to the teacher, principal or a counselor





Opiniones Sobre la Transición al Kínder

Favor de ver el video en: <https://www.youtube.com/watch?v=vGEw2ZZpRml>

Algunas cosas que pueden tener en cuenta:

Padre

- Hable con su hijo sobre el kínder
- Pregúntele a su hijo lo que piensan y sienten sobre el kínder
- Dígales lo que piensa y siente acerca de kindergarten
- Hable con ellos sobre sus miedos y cómo los pueden resolver
- Dele a su hijo mucha tranquilidad y apoyo
- Comuníquese con la maestra

Maestra

- Prepararlos para un nuevo entorno
- Tener comunicación abierta con el maestro
- Los niños aprenderán varias materias
- Las maestras se enfocaran en los el desarrollo social e emocional, en el niño(a) y en crear una relación con las familias y los niños

Director (a) de escuela

- Hable acerca de las expectativas de kindergarten
- Hable sobre la escuela, visitar la escuela, conocer al profesor
- Que duerma bien la noche anterior
- Comunique a su maestro las habilidades y las debilidades de su hijo
- Si tiene inquietudes o necesita apoyo, hable con el maestro, el director o un consejero





Kindergarten Registration Information

Please view the video at: <https://www.youtube.com/watch?v=XnVOBWl1Mvs&feature=youtu.be>

How to prepare for kindergarten

registration:

Who to Register

- Students who will be 5 years old on or before September 30, 2017 may enroll in kindergarten for the 2017-18 school year

How to Register for Kindergarten

- Parent/Guardian completes the online registration process
- Parent/guardian brings the following documents to the school:
 - The child's original birth certificate
 - The child's immunization record from a health care provider
 - A utility bill showing your name and address as proof of residence

When to Register

- Online registration opened in December 2016
- Registration paperwork may be turned in to your zoned school beginning March 6th, 2017
- Contact your zoned school for registration dates and times

This link takes you directly to the registering for kindergarten page:

<http://www.washoeschools.net/Page/1155>

Kindergarten Teacher Information

- Each child is given a screening appointment with a kindergarten teacher. This is a perfect opportunity to get to know your child's teacher and questions and learn about kindergarten.

Visit the School to Learn More About:

- Principal and school staff
- Daily Routines
- School Hours
- Transportation Options and Procedures
- School Calendar- Start Day





Información de Registro para Kinder

Favor de ver el video en: <https://www.youtube.com/watch?v=vjCbaepuEn8&feature=youtu.be>

Cómo prepararse para el registro de kinder:

A quién registrar

- Estudiantes que tengan 5 años de edad antes del 30 de Septiembre de 2017 pueden inscribirse para el año escolar 2017-18

Cómo registrarse para kinder

- El padre / tutor completa el proceso de registro en línea
- El padre / tutor trae los siguientes documentos a la escuela:
 - El certificado de nacimiento original del niño
 - El registro de inmunización del niño de un proveedor de atención médica
 - Una factura de servicios públicos que muestre su nombre y dirección como prueba de residencia

Cuándo registrar

- Registro en línea abierto en Diciembre de 2016
- Los trámites de inscripción pueden ser entregados a su escuela zonificada a partir del 6 de Marzo de 2017
- Póngase en contacto con su escuela zonificada para registrarse

Este enlace lo lleva directamente a la página de registro de kinder:

<http://www.washoeschools.net/Page/1155>

Información del maestro de Kinder

- A cada niño se le da una cita de selección con un maestro de jardín de infantes. Esta es una oportunidad perfecta para conocer al maestro de su hijo y hacer preguntas y aprender sobre el kinder

Visite la escuela para aprender más sobre:

- Director (a) y personal de la escuela
- Rutinas diarias
- Horas de escuela
- Opciones y procedimientos de transporte
- Calendario escolar - día de inicio

